

What's On for Today: **Sunday, 1:00-4:00**

Activities

(“The Ten Commandments’ ... since it’s Sunday)

1. View the welcome from UALR and the Arkansas Department of Elementary and Secondary Education
2. Complete the brief “welcome survey.”
3. Review the “Course Norms,” a combination of our norms and those from the College Board and the University of Arkansas at Little Rock.
4. Read the Peter Viereck poem, “*Vale* from Carthage” (699). Then write a response of about one page to the poem. The response can take any form you like—an analysis, a personal reaction, anything about the poem and you. The response is private; no one will see it unless you give it to them. After 20 minutes, set the poem and your response aside. We’ll come back to it later.
5. Complete the brief activity, “At the End of the Day.” Keep your response on hand since you will refer to it during our week.
6. Take a break.
7. Download the page, “Course Skills” and keep it hand for our work on setting up or refining a course. Veterans: Can you give one specific time during the last year your students worked on each of the 31?
8. Download the “Curricular Requirements.” For new teachers of AP English Lit and Comp, these are the requirements for being audited to be authorized as a teacher of the course. More on this soon. Veterans: Did your course manage this year to satisfy them all? (In spite of everything?)
9. The first page of the piece “A Path” is intended to help a new teacher see the order in which the pieces can profitably come in planning, or revising, the course. Note that students will experience those steps in the reverse order. Record questions or comments it brings up for discussion.
10. View the College Board presentation, “Slide Deck 1 Course & CED.” Take notes on any questions or comments to help with our discussion on Monday.

CLASS NORMS

Dedicate a “Class Place”

Use an intentionally chosen place
Keep it private and distraction free

Be present

participate actively
ask questions, offer alternatives

Keep the video on

except during breaks

Mute

then use the spacebar to talk

Use the chatbox for questions

Monitor your airime thoughtfully

Respect the variety here

- in viewpoints
- in levels of experience in teaching situation

PETER VIERECK:

VALE¹ FROM CARTHAGE (SPRING, 1944)

I, now at Carthage.² He, shot dead at Rome.
 Shipmates last May. "And what if one of us,"
 I asked last May, in fun, in gentleness,
 "Wears doom, like dungarees, and doesn't know?"
 5 He laughed, "*Not see Times Square*³ again?" The foam,
 Feathering across that deck a year ago,
 Swept those five words—like seeds—beyond the seas
 Into his future. There they grew like trees;
 And as he passed them there next spring, they laid
 10 Upon his road of fire their sudden shade.
 Though he had always scraped his mess-kit pure
 And scrubbed redeemingly his barracks floor,
 Though all his buttons glowed their ritual-hymn
 Like cloudless moons to intercede for him,
 15 No furlough fluttered from the sky. He will
 Not see Times Square—he will not see—he will
 Not see Times
 change; at Carthage (while my friend,
 Living those words at Rome, screamed in the end)
 20 I saw an ancient Roman's tomb and read
 "*Vale*" in stone. Here two wars mix their dead:
 Roman, my shipmate's dream walks hand in hand
 With yours tonight ("New York again" and "Rome"),
 Like widowed sisters bearing water home
 25 On tired heads through hot Tunisian sand
 In good cool urns, and says, "I understand."
 Roman, you'll see your Forum Square no more;
 What's left but this to say of any war?

¹ *Vale* is the Latin word for farewell.

² Carthage is the site of the famous ancient city in Tunisia, North Africa. In ancient times the rivalry between Rome and Carthage culminated in the Punic Wars. In World War II, Tunisia again figured prominently.

³ Times Square is the bustling center of New York City—the theater district.

At the End of the Day

Back to the Future

You meet two former AP English Lit students at a 10-year reunion of their class. They are excited to see you and tell you they owe you great thanks--that the AP course gave them.....

How would you want them to finish that? What do you want your students to carry away from their year in the course? Give the words you want them to use to finish the statement, and explain why.

The Skills

THE 7 SKILL CATEGORIES

CHR	Character
SET	Setting
STR	Structure
NAR	Narration
FIG 5	Figurative Language 1: Word Choice, Image, Symbol
FIG 6	Figurative Language 2: Comparison [metaphor, personification, allusion...]
LAN	Literary Argumentation

THE 31 SKILLS

CHR	1.A	Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.
CHR	1.B	Explain the function of a character changing or remaining unchanged.
CHR	1.C	Explain the function of contrasting characters.
CHR	1.D	Describe how textual details reveal nuances and complexities in characters' relationships with one another.
CHR	1.E	Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.
SET	2.A	Identify and describe specific textual details that convey or reveal a setting.
SET	2.B	Explain the function of setting in a narrative.
SET	2.C	Describe the relationship between a character and a setting.
STR	3.A	Identify and describe how plot orders events in a narrative.
STR	3.B	Explain the function of a particular sequence of events in a plot.
STR	3.C	Explain the function of structure in a text.
STR	3.D	Explain the function of contrasts within a text.
STR	3.E	Explain the function of a significant event or related set of significant events in a plot.
STR	3.F	Explain the function of conflict in a text.
NAR	4.A	Identify and describe the narrator or speaker of a text.
NAR	4.B	Identify and explain the function of point of view in a narrative.
NAR	4.C	Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.
NAR	4.D	Explain how a narrator's reliability affects a narrative.
FIG 5	5.A	Distinguish between the literal and figurative meanings of words and phrases.
FIG 5	5.B	Explain the function of specific words and phrases in a text.
FIG 5	5.C	Identify and explain the function of a symbol.
FIG 5	5.D	Identify and explain the function of an image or imagery.
FIG 6	6.A	Identify and explain the function of a simile.
FIG 6	6.B	Identify and explain the function of a metaphor.
FIG 6	6.C	Identify and explain the function of personification.
FIG 6	6.D	Identify and explain the function of an allusion.
LAN	7.A	Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.
LAN	7.B	Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.
LAN	7.C	Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.
LAN	7.D	Select and use relevant and sufficient evidence to both develop and support a line of reasoning.
LAN	7.E	Demonstrate control over the elements of composition to communicate clearly.

AP English Literature and Composition

Curricular Requirements

- CR 1** The course is structured by unit, theme, genre, or other organizational approach that provides opportunities to engage with the Big Ideas throughout the course: Character, Setting, Structure, Narration, Figurative Language, Literary Argumentation.
- CR 2** The course includes works of short fiction, poetry, and longer fiction or drama from the range of literary periods (pre-20th century and 20th/21st centuries).
- CR 3** The course provides opportunities for students to develop the skills in Skill Category 1: Explain the function of character.
- CR 4** The course provides opportunities for students to develop the skills in Skill Category 2: Explain the function of setting.
- CR 5** The course provides opportunities for students to develop the skills in Skill Category 3: Explain the function of plot and structure.
- CR 6** The course provides opportunities for students to develop the skills in Skill Category 4: Explain the function of the narrator or speaker.
- CR 7** The course provides opportunities for students to develop the skills in Skill Category 5: Explain the function of word choice, imagery, and symbols.
- CR 8** The course provides opportunities for students to develop the skills in Skill Category 6: Explain the function of comparison.
- CR 9** The course provides opportunities for students to develop the skills in Skill Category 7: Develop textually substantiated arguments about interpretations of a portion or whole text.
- CR 10** The course provides opportunities for students to write essays that proceed through multiple stages or drafts, including opportunities for conferring and collaborating with teacher and/or peers.

ADVANCED PLACEMENT®
ENGLISH LITERATURE
& COMPOSITION
2020-21

A TEACHER'S GUIDE TO
THE BIG IDEAS
LINKED TO
THE COURSE SKILLS
AND LINKED TO
THE ESSENTIAL KNOWLEDGE

The Teacher's Guide to The Path through AP[®] English Literature and Composition

THE PLANNING PATH

We begin with the final desired outcomes of the course—the goals of habits and outlooks we want students to take away and keep.



Achieving the course goals depends on students' securing the six Enduring Understandings of the course:

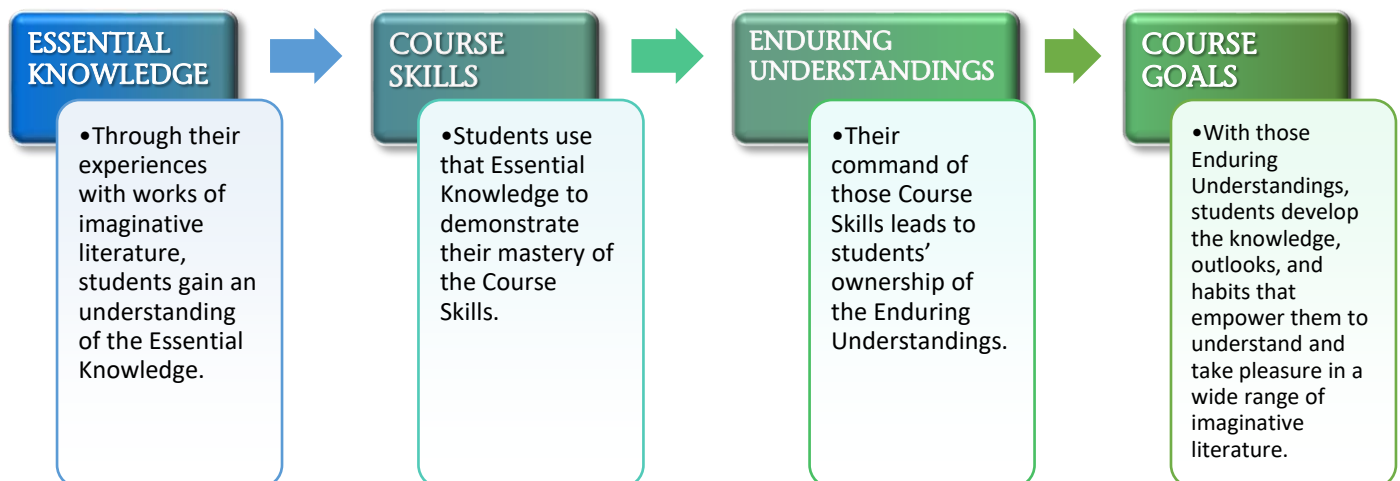
1. *Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.*
2. *Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.*
3. *The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.*
4. *A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.*
5. *Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.*
6. *Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.*

Students' making these
Enduring Understandings part of their lives
depends on their mastery of the Course Skills.

Students achieve mastery of the
Course Skills as they learn to use the
Essential Knowledge.

THE LEARNING PATH

While students are made aware of that planning path, their learning path will reverse the order:



The goal is for students to use those understandings and that pleasure to broaden and deepen their capacity to embrace and express the critical human encounters that we all live and share every day.

CHR CHARACTER

ENDURING UNDERSTANDING

Characters in literature allow readers to study and explore a range of values, beliefs, assumptions, biases, and cultural norms represented by those characters.

1.A Identify and describe what specific textual details reveal about a character, that character's perspective, and that character's motives.

SKILL	ESSENTIAL KNOWLEDGE	UNIT
	A Description, dialogue, and behavior reveal characters to readers.	1
	B Descriptions of characters may come from a speaker, narrator, other characters, or the characters themselves.	1
	C Perspective is how narrators, characters, or speakers understand their circumstances, and is informed by background, personality traits, biases, and relationships.	1
	D A character's perspective is both shaped and revealed by relationships with other characters, the environment, the events of the plot, and the ideas expressed in the text.	1
	E Characters reveal their perspectives and biases through the words they use, the details they provide in the text, the organization of their thinking, the decisions they make, and the actions they take.	2
	F The description of a character creates certain expectations for that character's behaviors; how a character does or does not meet those expectations affect a reader's interpretation of that character.	3
	G Details associated with a character and/or used to describe a character contribute to a reader's interpretation of that character.	3
	H Readers' understanding of a character's perspective may depend on the perspective of the narrator or speaker.	3
	I A character's perspective may shift during the course of a narrative.	3
	J When narrators, characters, or speakers compare another character to something or someone else, they reveal their perspective on the compared character and may also reveal something innate about the compared character.	3
	K Readers can infer a character's motives from that character's actions or inactions.	3
	O The significance of characters is often revealed through their agency (what choices they make) and through nuanced descriptions.	4
	P Characters' choices—in speech, action, and inaction—reveal what they value.	4
	T Different character, narrator, or speaker perspectives often reveal different information, develop different attitudes, and influence different interpretations of a text and the ideas in it.	6

1.B Explain the function of a character changing or remaining unchanged.	M Character changes can be visible and external, such as changes to health or wealth, or can be internal, psychological, or emotional changes; external changes can lead to internal changes, and vice versa.	3
	N Some characters remain unchanged or are largely unaffected by the events of the narrative.	3
	X Often the change in a character emerges directly from a conflict of values represented in the narrative.	7
	Y Changes in a character's circumstances may lead to changes in that character.	7
	Z While characters can change gradually over the course of a narrative, they can also change suddenly as the result of a moment of realization, known as an epiphany. An epiphany allows a character to see things in a new light and is often directly related to a central conflict of the narrative.	7
	AA An epiphany may affect the plot by causing a character to act on his or her sudden realization.	7
	AE Minor characters often remain unchanged because the narrative doesn't focus on them. They may only be part of the narrative to advance the plot or to interact with major characters.	9
	AF Readers' interpretations of a text are often affected by a character changing—or not—and the meaning conveyed by such changes or lack thereof.	9
	AH Inconsistencies and unexpected developments in a character affect readers' interpretation of that character; other characters; events in the plot; conflicts; the perspective of the narrator, character, or speaker; and/or setting.	9
1.C Explain the function of contrasting characters.	Q The main character in a narrative is the protagonist; the antagonist in the narrative opposes the protagonist and may be another character, the internal conflicts of the protagonist, a collective (such as society), or nature.	4
	R Protagonists and antagonists may represent contrasting values.	4
	U Foil characters (foils) serve to illuminate, through contrast, the traits, attributes, or values of another character.	6
1.D Describe how textual details reveal nuances and complexities in characters' relationships with one another.	S Conflict among characters often arises from tensions generated by their different value systems.	4
	AB A group or force can function as a character.	7
	AC When readers consider a character, they should examine how that character interacts with other characters, groups, or forces and what those interactions may indicate about the character.	7
	AD The relationship between a character and a group, including the inclusion or exclusion of that character, reveals the collective attitude of the group toward that character and possibly the character's attitude toward the group.	7
1.E Explain how a character's own choices, actions, and speech reveal complexities in that character, and explain the function of those complexities.	V Inconsistencies between the private thoughts of characters and their actual behavior reveal tensions and complexities between private and professed values.	6
	W A character's competing, conflicting, or inconsistent choices or actions contribute to complexity in a text.	6
	AG A character's responses to the resolution of the narrative—in their words or in their actions—reveal something about that character's own values; these responses may be inconsistent with the previously established behaviors or perspectives of that character.	9

**ENDURING
UNDERSTANDING**

Setting and the details associated with it not only depict a time and place, but also convey values associated with that setting.

SKILL	ESSENTIAL KNOWLEDGE	UNIT
2.A Identify and describe specific textual details that convey or reveal a setting.	A Setting includes the time and place during which the events of the text occur.	1
	B Setting includes the social, cultural, and historical situation during which the events of the text occur.	3
	C A setting may help establish the mood and atmosphere of a narrative.	4
2.B Explain the function of setting in a narrative.	E When a setting changes, it may suggest other movements, changes, or shifts in the narrative.	7
	F Settings may be contrasted in order to establish a conflict of values or ideas associated with those settings.	7
2.C Describe the relationship between a character and a setting.	D The environment a character inhabits provides information about that character.	4
	G The way characters interact with their surroundings provides insights about those characters and the setting(s) they inhabit.	7
	H The way characters behave in or describe their surroundings reveals an attitude about those surroundings and contributes to the development of those characters and readers' interpretations of them.	7

STR STRUCTURE

ENDURING UNDERSTANDING

The arrangement of the parts and sections of a text, the relationship of the parts to each other, and the sequence in which the text reveals information are all structural choices made by a writer that contribute to the reader's interpretation of a text.

SKILLS	ESSENTIAL KNOWLEDGE	UNIT
3.A Identify and describe how plot orders events in a narrative.	A Plot is the sequence of events in a narrative; events throughout a narrative are connected, with each event building on the others, often with a cause-and-effect relationship.	1
	R Some patterns in dramatic situations are so common that they are considered archetypes, and these archetypes create certain expectations for how the dramatic situations will progress and be resolved.	4
	X Some narrative structures interrupt the chronology of a plot; such structures include flashback, foreshadowing, in medias res, and stream of consciousness.	6
	AA Pacing is the manipulation of time in a text. Several factors contribute to the pace of a narrative, including arrangement of details, frequency of events, narrative structures, syntax, the tempo or speed at which events occur, or shifts in tense and chronology in the narrative.	7
	AB Narrative pacing may evoke an emotional reaction in readers by the order in which information is revealed; the relationships between the information; when it is provided; and other parts of the narrative; and the significance of the revealed information to other parts of the narrative.	7
3.B Explain the function of a particular sequence of events in a plot.	B The dramatic situation of a narrative includes the setting and action of the plot and how that narrative develops to place characters in conflict(s), and often involves the rising or falling fortunes of a main character or set of characters.	1
	Y Narrative structures that interrupt the chronology of a plot, such as flashback, foreshadowing, in medias res, and stream of consciousness, can directly affect readers' experiences with a text by creating anticipation or suspense or building tension.	6
3.C Explain the function of structure in a text.	C Plot and the exposition that accompanies it focus readers' attention on the parts of the narrative that matter most to its development, including characters, their relationships, and their roles in the narrative, as well as setting and the relationship between characters and setting.	1
	D Line and stanza breaks contribute to the development and relationship of ideas in a poem.	2
	E The arrangement of lines and stanzas contributes to the development and relationship of ideas in a poem.	2
	F A text's structure affects readers' reactions and expectations by presenting the relationships among the ideas of the text via their relative positions and their placement within the text as a whole.	2
	U Closed forms of poetry include predictable patterns in the structure of lines, stanzas, meter, and rhyme, which develop relationships among ideas in the poem.	5
	V Open forms of poetry may not follow expected or predictable patterns in the structure of their lines or stanzas, but they may still have structures that develop relationships between ideas in the poem.	5
	W Structures combine in texts to emphasize certain ideas and concepts.	5
	AC Ideas and images in a poem may extend beyond a single line or stanza.	8
	AD Punctuation is often crucial to the understanding of a text.	8

3.D Explain the function of contrasts within a text.	AE When structural patterns are created in a text, any interruption in the pattern creates a point of emphasis.	8
	G Contrast can be introduced through focus; tone; point of view; character, narrator, or speaker perspective; dramatic situation or moment; settings or time; or imagery.	2
	H Contrasts are the result of shifts or juxtapositions or both.	2
	I Shifts may be signaled by a word, a structural convention, or punctuation.	2
	J Shifts may emphasize contrasts between particular segments of a text.	2
	S The differences highlighted by a contrast emphasizes the particular traits, aspects, or characteristics important for comparison of the things being contrasted.	4
	T Contrasts often represent conflicts in values related to character, narrator, or speaker perspectives on ideas represented by a text.	4
	Z Contrasts often represent contradictions or inconsistencies that introduce nuance, ambiguity, or contradiction into a text. As a result, contrasts make texts more complex.	6
	AF Juxtaposition may create or demonstrate an antithesis.	8
	AG Situational or verbal irony is created when events or statement in a text are inconsistent with either the expectations readers bring to a text or the expectations established by the text itself.	8
3.E Explain the function of a significant event or related set of significant events in a plot.	AH Paradox occurs when seemingly contradictory elements are juxtaposed, but the contradiction—which may or may not be reconciled—can reveal a hidden or unexpected idea.	8
	K A story, or narrative, is delivered through a series of events that relate to a conflict.	3
	L Events include episodes, encounters, and scenes in a narrative that can introduce and develop a plot.	3
	M The significance of an event depends on its relationship to the narrative, the conflict, and the development of characters.	3
	AI Significant events often illustrate competing value systems that relate to a conflict present in the text.	9
3.F Explain the function of conflict in a text.	AJ Events in a plot collide and accumulate to create a sense of anticipation and suspense.	9
	N Conflict is tension between competing values either within a character, known as internal or psychological conflict, or with outside forces that obstruct a character in some way, known as external conflict.	3
	O A text may contain multiple conflicts. Often two or more conflicts in a text intersect.	3
	P A primary conflict can be heightened by the presence of additional conflicts that intersect with it.	3
	Q Inconsistencies in a text may create contrasts that represent conflicts of values or perspectives.	3
	AK The resolution of the anticipation, suspense, or central conflicts of a plot may be referred to as the moment of catharsis or emotional release.	9
	AL Sometimes things not actually shown in a narrative, such as an unseen character or a preceding action, may be in conflict with or result in conflict for a character.	9
	AM Although most plots end in resolution of the central conflicts, some have unresolved endings and the lack of resolution may contribute to the interpretations of the text.	9

NAR NARRATION

ENDURING UNDERSTANDING

A narrator's or speaker's perspective controls the details and emphases that affect how readers experience and interpret a text.

SKILLS	ESSENTIAL KNOWLEDGE	UNIT
4.A Identify and describe the narrator or speaker of a text.	A Narrators or speakers relate accounts to readers and establish a relationship between the text and the reader.	1
	B Perspective refers to how narrators, characters, or speakers see their circumstances, while point of view refers to the position from which a narrator or speaker relates the events of a narrator.	1
	C A narrator or speaker is not necessarily the author.	1
	J Narrators may function as characters in the narrative who directly address readers and either recall events or describe them as they occur.	4
4.B Identify and explain the function of point of view in a narrative.	D The point of view contributes to what narrators, characters, or speakers can and cannot provide in a text based on their level of involvement and intimacy with the details, events, or characters.	1
	E Narrators may also be characters, and their role as characters may influence their perspective.	1
	F First-person narrators are involved in the narrative; their relationship to the events of the plot and the other characters shapes their perspective.	1
	G Third-person narrators are outside observers.	1
	H Third-person narrators' knowledge about events and characters may range from observational to all-knowing, which shapes their perspective.	1
	I The outside perspective of third-person narrators may not be affected by the events of the narratives.	1
	K Narrative distance refers to the physical distance, chronological distance, relationships, or emotional investment of the narrator to the events or characters of the narrative.	4
	L Stream of consciousness is a type of narration in which a character's thoughts are related through a continuous dialogue or description.	4
4.C Identify and describe details, diction, or syntax in a text that reveal a narrator's or speaker's perspective.	M The narrators', characters', or speakers' backgrounds and perspectives shape the tone they convey about subjects or events in the text.	4
	N Descriptive words, such as adjectives and adverbs, not only qualify or modify the things they describe but also convey a perspective toward those things.	4
	O The attitude of narrators, characters, or speakers toward an idea, character, or situation emerges from their perspective and may be referred to as tone.	4

	P The narrator's or speaker's tone toward events or character in a text influences readers' interpretation of the ideas associated with those things.	6
	Q The syntactical arrangement of phrases and clauses in a sentence can emphasize details or ideas and convey a narrator's or speaker's tone.	6
	R Information included and/or not included in a text conveys the perspective of characters, narrators, and/or speakers.	6
	S A narrator's or speaker's perspective may influence the details and amount of detail in a text and may reveal biases, motivations, or understandings.	6
	X Multiple, and even contrasting, perspectives can occur within a single text and contribute to the complexity of a text.	9
	Y A narrator or speaker may change over the course of a text as a result of actions and interactions.	9
	Z Changes and inconsistencies in a narrator's or speaker's perspective may contribute to the irony or complexity of the text.	9
4.D Explain how a narrator's reliability affects a narrative.	T Readers can infer narrators' biases by noting which details they choose to include in a narrative and which they choose to omit.	6
	U Readers who detect bias in a narrator may find that narrator less reliable.	6
	V The reliability of a narrator may influence a reader's understanding of a character's motives.	6
	W Some narrators or speakers may provide details and information that others do not or cannot provide. Multiple narrators or speakers may provide contradictory information in a text.	7

**ENDURING
UNDERSTANDING**

Comparisons, representations, and associations shift meaning from the literal to the figurative and invite readers to interpret a text.

SKILLS	ESSENTIAL KNOWLEDGE	UNIT
5.A Distinguish between the literal and figurative meanings of words and phrases.	L Words with multiple meanings or connotations add nuance or complexity that can contribute to interpretations of a text.	5
	A An antecedent is a word, phrase, or clause that precedes its referent. Referents may include pronouns, nouns, phrases, or clauses.	2
	B Referents are ambiguous if they can refer to more than one antecedent, which affects interpretation.	2
5.B Explain the function of specific words and phrases in a text.	C Words or phrases may be repeated to emphasize ideas or associations.	2
	D Alliteration is the repetition of the same letter sound at the beginning of adjacent or nearby words to emphasize those words and their associations or representations.	2
	M Descriptive words, such as adjectives and adverbs, qualify or modify the things they describe and affect readers' interaction with the text.	5
	N Hyperbole exaggerates while understatement minimizes. Exaggerating or minimizing an aspect of an object focuses attention on that trait and conveys a perspective about the object.	5
	AG Ambiguity allows for different readings and understandings of a text by different readers.	8
	X When a material object comes to represent, or stand for, an idea or concept, it becomes a symbol.	6
5.C Identify and explain the function of a symbol.	Y A symbol is an object that represents a meaning, so it is said to be symbolic or representative of that meaning. A symbol can represent different things depending on the experiences of a reader or the context of its use in a text.	6
	Z Certain symbols are so common and recurrent that many readers have associations with them prior to reading a text. Other symbols are more contextualized and only come to represent certain things through their use in a particular text.	6
	AA When a character comes to represent, or stand for, an idea or concept, that character becomes symbolic; some symbolic characters have become so common they are archetypal.	6
	AB A setting may become symbolic when it is, or comes to be, associated with abstractions such as emotions, ideologies, and beliefs.	7
	AC Over time, some settings have developed certain associations such that they almost universally symbolize particular concepts.	7
	AH Symbols in a text and the way they are used may imply that a narrator, character, or speaker has a particular attitude or perspective.	8
	O Descriptive words, such as adjectives and adverbs, contribute to sensory imagery.	5
5.D Identify and explain the function of an image or imagery.	P An image can be literal or it can be a form of a comparison that represents something in a text through associations with the senses.	5
	Q A collection of images, known as imagery, may emphasize ideas in parts of or throughout a text	5

6.A Identify and explain the function of a simile.	AD A motif is a unified pattern of recurring objects or images used to emphasize a significant idea in large parts of or throughout a text.	7
	E A simile uses the words “like” or “as” to liken two objects or concepts to each other.	2
	F Similes liken two different things to transfer the traits or qualities of one to the other.	2
	G In a simile, the thing being compared is the main subject; the thing to which it is being compared is the comparison subject.	2
6.B Identify and explain the function of a metaphor.	AE The function of a simile relies on the selection of the objects being compared as well as the traits of the objects.	7
	H A metaphor implies similarities between two (usually unrelated) concepts or objects in order to reveal or emphasize one or more things about one of them, though the differences between the two may also be revealing.	2
	I In a metaphor, as in a simile, the thing being compared is the main subject; the thing to which it is being compared is the comparison subject	2
	J Comparisons between objects or concepts draw on the experiences and associations readers already have with those objects and concepts.	2
	K Interpretation of a metaphor may depend on the context of its use; that is, what is happening in a text may determine what is transferred in the comparison.	2
	R Metaphorical comparisons do not focus solely on the objects being compared; they focus on the particular traits, qualities, or characteristics of the things being compared.	5
	S Comparisons not only communicate literal meaning but may also convey figurative meaning or transmit a perspective.	5
	T An extended metaphor is created when the comparison of a main subject and comparison subject persists through parts of or an entire text, and when the comparison is expanded through additional details, similes, and images.	5
	U Interpretation of an extended metaphor may depend on the context of its use; that is, what is happening in a text may determine what is transferred in the comparison.	5
	AI A conceit is a form of extended metaphor that often appears in poetry. Conceits develop complex comparisons that present images, concepts, and associations in surprising or paradoxical ways.	8
6.C Identify and explain the function of personification.	AJ Often, conceits are used to make complex comparisons between the natural world and an individual.	8
	AK Multiple comparisons, representations, or associations may combine to affect one another in complex ways.	8
	V Personification is a type of comparison that assigns a human trait or quality to a nonhuman object, entity, or idea, thus characterizing that object, entity, or idea.	5
6.D Identify and explain the function of an allusion.	AF By assigning the qualities of a nonhuman object, entity, or idea to a person or character, the narrator, character, or speaker communicates an attitude about that person or character.	7
	W Allusions in a text can reference literary works including myths and sacred texts; other works of art including paintings and music; or people, places, or events outside the text.	5
	AL Because of shared knowledge about a reference, allusions create emotional or intellectual associations and understandings.	7

**ENDURING
UNDERSTANDING**

Readers establish and communicate their interpretations of literature through arguments supported by textual evidence.

SKILL	ESSENTIAL KNOWLEDGE	UNIT
7.A Develop a paragraph that includes 1) a claim that requires defense with evidence from the text and 2) the evidence itself.	A In literary analysis, writers read a text closely to identify details that, in combination, enable them to make and defend a claim about an aspect of the text.	1 2 3
	B A claim is a statement that requires defense with evidence from the text.	1 2 3
	C In literary analysis, the initial components of a paragraph are the claim and textual evidence that defends the claim.	1 2 3
7.B Develop a thesis statement that conveys a defensible claim about an interpretation of literature and that may establish a line of reasoning.	D A thesis statement expresses an interpretation of a literary text and requires a defense through use of textual evidence and a line of reasoning, both of which are explained in an essay through commentary.	3 4 5 6 7 8 9
	E A thesis statement may preview the development of line of reasoning of an interpretation. This is not to say that a thesis statement must list the points of an interpretation, literary elements to be analyzed, or specific evidence to be used in an argument.	3 4 5 6 7 8 9
7.C Develop commentary that establishes and explains relationships among textual evidence, the line of reasoning, and the thesis.	F A line of reasoning is the logical sequence of claims that work together to defend the overarching thesis statement.	3 4 5 6 7 8 9
	G A line of reasoning is communicated through commentary that explains the logical relationship between the overarching thesis statement and the claims/evidence within the body of an essay.	9
	M The body paragraphs of a written argument develop the reasoning and justify the claims using evidence and providing commentary that links the evidence to the overall thesis.	4
	N Effective paragraphs are cohesive and often use topic sentences to state a claim and explain the reasoning that connects the various claims and evidence that make up the body of the essay.	4
	U More sophisticated literary arguments may explain the significance or relevance of an interpretation within a broader context, discuss alternative interpretations of a text, or use relevant analogies to help an audience better understand an interpretation.	7 8 9
7.D Select and use relevant and sufficient evidence to both develop and support a line of reasoning	H Writers use evidence strategically and purposefully to illustrate, clarify, exemplify, associate, amplify, or qualify a point.	6 7 8 9
	I Evidence is effective when the writer of the essay uses commentary to explain a logical relationship between the evidence and the claim.	3 5 6 7 8 9
	J Evidence is sufficient when its quantity and quality provide apt support for the line of reasoning.	3 5 6 7 8 9

7.E Demonstrate control over the elements of composition to communicate clearly.	K Developing and supporting an interpretation of a text is a recursive process; an interpretation can emerge from analyzing evidence and then forming a line of reasoning, or the interpretation can emerge from forming a line of reasoning and then identifying relevant evidence to support that line of reasoning.	3 5 6 7 8 9
	V Textual evidence may require revision to an interpretation and a line of reasoning if the evidence does not sufficiently support the initial interpretation and line of reasoning.	7
	L Grammar and mechanics that follow established conventions of language allow writers to clearly communicate their interpretation of a text.	3
	O Coherence occurs at different levels in a piece of writing. In a sentence, the idea in one clause logically links to an idea in the next. In a paragraph, the idea in one sentence logically links to an idea in the next. In a text, the ideas in one paragraph logically link to the ideas in the next.	4
	P Writers achieve coherence when the arrangement and organization of reasons, evidence, ideas, or details is logical. Writers may use transitions, repetition, synonyms, pronoun references, or parallel structure to indicate relationships between and among those reasons, evidence, ideas or details.	4
	Q Transitional elements are words or other elements (phrases, clauses, sentences, or paragraphs) that assist in creating coherence between sentences and paragraphs by showing relationships between ideas.	5
	R Writers convey their ideas in a sentence through strategic selection and placement of phrases and clauses. Writers may use coordination to illustrate a balance or equality between ideas or subordination to illustrate imbalance or inequality.	6
	S Writers use words that enhance the clear communication of an interpretation.	6
	T Punctuation conveys relationships between and among parts of a sentence.	6
	W Writers must acknowledge words, ideas, images, texts, and other intellectual property of others through attribution, citation, or reference.	8